

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Opinion-Editorial Article: **Running Dry** (Day 2)

Workshop 2 Lesson 16

STANDARDS

CCSS: RI.6-8.1, 2, 4, 6, 9, 10; SL.6-8.1; L.6-8.4.a, 5; CA ELD: Part 1.A.1; Part I.B.6.a, b, c

HEADS UP

“Use More, Pay More”: Word Count: 171 | Lexile Measure: 820L | Qualitative Measure: C1

“Reuse It”: Word Count: 201 | Lexile Measure: 1210L | Qualitative Measure: C1

In 2014, Southern California was in the midst of the worst drought in its recorded history. Continue “Running Dry” by reading opinions from two more experts about how the region can solve its water crisis.

Materials

Real Book pp. 106–107

[Academic Interaction Card](#)

Academic Vocabulary

essential (adj): something that is necessary

demand (n): a need or requirement

OBJECTIVES

Primary Goals

- **Literacy Goal:** Integrate information from several texts on drought in order to write and speak knowledgeably about the topic.
- **Language Goal:** Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace.

Additional Goals

- **Literacy Goal:** Determine the key idea of a text, citing evidence.
- **Language Goal:** Use high-utility academic vocabulary in verbal and written response.

MEETING INDIVIDUAL NEEDS

- **Beginning Readers:** Multisyllable Words
- **English Learners:** Modal Verbs, Time-Order Words
- **Standard Classroom English:** Habitual Actions or States (verb *to be*)

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** [Critical Reading: Synthesize](#)
- **Extend:** [Read Across Texts](#)

[Get Resources](#)

WHOLE GROUP

DO NOW!

Show You Know

Use the [Do Now](#) routine.

Display the Do Now.

 (*deplete*) One daily activity that **depletes** water supplies is _____.

(e.g., washing dishes; brushing your teeth; flushing a toilet)

Share Responses



Have students share their responses.

 How did you know to use *deplete* with **-s** in this sentence?



(because it needs to agree with the subject *activity*, which is singular)

SHARE TODAY'S GOALS

Primary Goals

-  **Literacy Goal:** Write or speak knowledgeably about a subject using information from several texts.
-  **Language Goal:** Report on a topic or text, using facts and details to express important ideas and themes. Speak clearly.

Additional Goals

-  **Literacy Goal:** Identify important events in a text and cite evidence.
-  **Language Goal:** Use academic words when speaking and writing.

BUILD VOCABULARY AND KNOWLEDGE

Teach Vocabulary: *essential* and *demand*

Teach the Academic Word *essential* using the [Vocabulary](#) routine.

Pronounce the word, modeling correct pronunciation. Then tell students the part of speech and have them say the word twice.

- Provide a brief example to help students develop a mental image of the word.

For me, an essential quality that a student should possess is (honesty/motivation/curiosity/other).

- Display and read aloud the meaning of *essential*.
- Guide students in completing the blanks in their *Real Books*.
- Make connections with your prior example.

Cue students to orally complete your sentence. *So now you know that (quality) is something I think is essential for students to possess.*

- Pose the example question and model one or two responses while pointing out the grammar target.

Notice that my examples are nouns or noun phrases because I am naming qualities.

- Structure partner discussion of example sentences.

Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the [Academic Interaction Card](#).

- Deepen understanding by providing additional examples as time permits.

 **essential:** What tasks are *essential* to success in school?

 **One essential task for success in school is _____.**

(e.g., doing your homework; paying attention in class; studying for tests)

Teach the Academic Word *demand* using the [Vocabulary](#) routine and the following specifics.

- Provide a brief example to help students develop a mental image of the word.

You can meet my demand for respectful behavior by listening when someone else is speaking.

- Display and read aloud the meaning of *demand*.
- Guide students in completing the blanks in their *ReaL Books*.
- Make connections with your prior example.

Now you know that listening politely is not a request, but a demand!

- Pose the example question and model one or two responses while pointing out the grammar target.

Notice that my examples use base verb phrases. Your examples should also use base verb phrases.

- Structure partner discussion of example sentences.

Direct students to read their sentence and then say it with expression. Have students restate their partner's idea using a frame from the [Academic Interaction Card](#).

- Deepen understanding by providing additional examples as time permits.

 **demand:** How could our school lunchroom meet the *demand* for healthier food?

 The lunchroom could meet the **demand** for healthier food by _____.

(e.g., providing more fruits and vegetables; using less sugar and fat)

Teach additional academic words as time permits: *resist* and *value*.


 **resist (verb)**

 **meaning:** to try to stop or prevent something.

 **example:** Some students want to *resist* the ban on cell phones at school.

 **value (noun)**

 **meaning:** the importance or worth of something.

 **example:** My old baseball mitt still has great *value* to me because it was a present from my grandpa.

Establish Context

Remind students about prior reading.

Yesterday, we read an op-ed about the drought in Southern California. The author proposed three steps the region should take to keep from running out of water. Today we'll read op-eds from two more experts about how Southern California should address its water crisis.

CLOSE READING

1st Read | Key Idea

Read aloud the Key Idea question and remind students to be prepared to answer the question after reading.

Let's read the text together to find out how the remaining two authors propose that Southern California should deal with its water shortage.

Read aloud the text using [Oral Cloze 1](#) to model fluent reading.

- During reading, clarify the meanings of the words *finite* and *intentional*.

After reading, use [Think \(Write\)-Pair-Share](#) to have students respond to the Key Idea question using the sentence frames provided. **CENTRAL IDEA AND DETAILS**

- If students need additional support, model thinking to clarify understanding.

As I read “Use More, Pay More,” I found the author’s main message: that people should pay for water. His point is that if we have to pay for water, we will be more careful with it. In “Reuse It,” the author tells how and why water can be reused.

Anticipate Challenges Students who are still struggling with text vocabulary are likely to have difficulty interpreting the authors’ points of view. Restate details in simpler language as needed so students can focus on the challenge of identifying and analyzing each author’s message without the additional challenge of understanding unfamiliar vocabulary.

SMALL GROUP

BUILD FLUENCY AND COMPREHENSION

2nd Read | Read Critically

Read aloud the Read Critically Item.

Sometimes reading critically involves comparing two or more texts on the same topic to determine how the authors’ information and ideas are similar and how they are different. The first time we read the texts, we identified how each author proposes to solve California’s water crisis. Let’s reread to determine what the two solutions have in common.

- Reread the first paragraph of “Use More, Pay More” using [Oral Cloze 2](#).

How does the author describe Americans’ attitude toward water? (He says we think about it as something that can never run out, like air. We are used to having a cheap and unlimited supply.) *How might this attitude contribute to drought?* (People feel free to use as much water as they please, instead of only what they really need.)


- Reread the last paragraph of “Reuse It” using [Oral Cloze 2](#).

How does the author describe Americans’ attitude toward recycling water? (She says we think of it as something that we need to do only in an emergency.) *How might this attitude contribute to drought?* (Every day, we create billions of gallons of wastewater that we could reuse, but don’t.)

- Model comparing the ideas.

Help students identify what is similar about Glennon’s and Meeker’s ideas. *Robert Glennon says Americans expect an unlimited supply of water for a low price, but instead, we should expect to pay according to how much we use. Melissa Meeker says we look at recycling water as something to do only in emergencies, but instead, we should look at recycling water as something to do all the time and as much as possible. These solutions are different—but what do both solutions require from the American public? Will people need to change their views and attitudes?*

- Guide students to discuss ideas with the group to develop responses.
- Provide response frames as necessary.

 In paragraph 1 of “Use More, Pay More,” the author points out that most of us think of water as _____.

(e.g., free; limitless; inexhaustible; being like air)

 In paragraph 4 of “Reuse It,” the author points out that the public thinks of water reuse as _____.

(an emergency measure)

 These op-eds both say that Americans need to _____.

(e.g., change their attitudes toward water use; think about water use differently; look at water use in a different way)

FORMATIVE ASSESSMENT

LITERACY GOAL: Integrate information from several texts on drought in order to write and speak knowledgeably about the topic.

Observe Review students’ responses to the Read Critically task and listen as they discuss their thoughts with partners to identify whether they have met the literacy goal.

Monitor Progress

Nearly There Students clearly understand how Glennon’s and Meeker’s solutions differ, but may struggle to articulate a similarity.



Adapt Instruction/Strategies

Model thinking aloud about how the two solutions are similar and different: *You pointed out that the principle behind each solution is different: Glennon’s would conserve water by getting people to use less, while Meeker’s would conserve water by getting communities to recycle more of what they use. That’s accurate and a great observation. Now let’s think about the challenging question of how the solutions are alike.*

Discuss the meanings of *infinite* and *inexhaustible* (paragraph 1 of Glennon’s op-ed). *Glennon points out that Americans don’t have an attitude of caring about the amount of water they use.*

Discuss the meanings of *regards* (paragraph 4 of Meeker’s op-ed). *Meeker points out that Americans think of reuse as an emergency measure, not as something that should be a regular practice.*

So, what do both authors think Americans need to do? (change the way they think about water use and conservation)

<p>Not Yet Students are unable to articulate differences or similarities between the two solutions.</p>	<p>Simplify the task by focusing on each authors' suggested solution for water conservation.</p> <p>Guide students to look at the op-ed titles. <i>What does Glennon propose?</i> (that Americans should pay more for using more water)</p> <p><i>What does Meeker propose?</i> (that water should be reused)</p> <p> Both authors care deeply about the problem of _____.</p> <p style="padding-left: 40px;">(e.g., conserving water; water shortages)</p> <p> They propose different ways of _____.</p> <p style="padding-left: 40px;">(e.g., solving the problem; promoting water conservation)</p>
<p>On Track Students write and speak knowledgeably about two texts while citing examples.</p>	

React and Write

Revisit the text to have students identify evidence to support their positions for the React and Write task.

Guide students to highlight evidence that supports their positions on charging money for water use. Point out that students can use both op-eds as a source of evidence. *In "Reuse It," author Melissa Meeker does not discuss charging consumers according to how much water they use, but her essay might provide evidence of a better solution for how excessive our water use is.*

Make It Relevant Encourage students to examine their own attitudes and behaviors regarding water use. How would they react if they and their families were charged money every time they turned on a faucet at home? Would they reduce their water consumption? How would students feel about being asked to pay a fee for their use of sinks and water fountains at school?

Have students discuss their ideas using the **Academic Discussion** routine.

Why are you (for/against) charging for water use?

- Provide sentence frames as needed.

 **I think it is _____ to charge for water because _____.**

(e.g., fair; unfair; a good idea; a bad idea/it helps us conserve; it is not fair)

 **Another reason I think so is that _____.**

 **I agree that it is (fair/unfair), but for the reason that _____.**

 **A better solution might be to _____.**

FORMATIVE ASSESSMENT

LANGUAGE GOAL: Report on a topic or text in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas and themes; speak clearly at an understandable pace.

Observe Review students' React and Write responses and listen as students discuss and elaborate on one another's opinions.

Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students state their positions clearly and support them with facts and details, but some supporting facts and details may not be relevant or appropriate.</p>	<p>Review each fact and detail the student included and model evaluating its appropriateness. For example:</p> <p><i>You said we shouldn't charge for water because people think of it like air, and we don't charge for air. It's true that we don't pay for air. And the author did point out that many people view water the way they view air. But he also pointed out that water really isn't like air, because we have a finite supply. So, I'm not sure that detail supports your main point.</i></p> <p><i>You said we should charge for water because we produce 32 billion gallons of wastewater every day. Can you elaborate on that? Thirty-two billion gallons is a big number! Are you suggesting we could reduce it by asking people to pay for the amount of water they use?</i></p>
<p>Not Yet Students struggle to articulate a position and do not support their positions with facts or details.</p>	<p>Comment on other students' similar, but well-supported opinions.</p> <p><i>Your opinion is the same as (Name's). (She/He) thinks it's unfair to charge lots of money for water because water is essential to life and we shouldn't have to pay for what we need regardless of ability to pay. What are your reasons for saying it's unfair to charge?</i></p>
<p>On Track Students share relevant facts and details while speaking clearly and at an understandable pace.</p>	

The Takeaway


“Running Dry” represented a shift in focus from worldwide drought to drought that has a more local effect. *Reading these op-eds made it clear that the drought could have severe effects here in the United States. Because we live in a developed country with water managers and home plumbing, the effects of drought can take longer to affect us than they do in some other countries. What information in the op-eds did you find most troublesome? What information provided you with hope that the problem can be resolved?*

The information I found most troublesome was _____.


The information that provided me with hope was _____.

WRAP UP**Monitor Progress Toward Goals**

Guide students to answer the Wrap Up question with a partner.

 Which knowledge cluster are you currently most interested in?

 Today I read _____ from the cluster _____.

 I am becoming an expert on _____.